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ABSTRACT

The supplement to a previous bibliography lists 40 references concerned with the transition of learning-disabled (LD) students from secondary to postsecondary and work settings. An introduction notes the bibliography's emphasis on the following areas: (1) the psychosocial impact of learning disabilities on adolescent and adult development; (2) research and methodology concerning the needs of LD adolescents and adults; (3) vocational issues pertinent to LD individuals; (4) transition-related ideas, methods, and models used in secondary and postsecondary settings; and (5) information of special interest to service providers for LD adolescents and adults. Citations are listed alphabetically by author, have abstracts as well as availability information, and are coded as to whether they focus on: secondary services/LD adolescents, postsecondary services/LD adults, vocational or job related skill development, or various other issues and theories dealing with transition. (DB)

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SUPPLEMENT #2
to the
The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography

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INTRODUCTION

One of the activities of the LD Transition Project, located at the General College-University of Minnesota, has been to periodically review the current professional literature regarding the transition of learning disabled adolescents and adults, as they move from secondary to postsecondary settings. Over the last three years, the volume of information about transition issues has grown tremendously. We believe that it is vital for service providers to have quick, concise access to these new ideas. In the original bibliography and the subsequent two supplements we have highlighted materials and articles directed towards service providers which we have found especially valuable in our work with LD adolescents and adults at the LD Transition Project. Also, because the pool of knowledge about the transition of LD adolescents continues to change so rapidly, we have made efforts to update this information annually during our federal funding cycle.

In the third and final annotated bibliography from the LD Transition Project, the focus continues to be on the myriad of issues inherent in providing services to adolescents and adults with learning disabilities. Similar to the previous bibliographies, most of the transition information about LD adolescents and adults tends to spotlight a certain theme or idea. In the 40 citations reviewed in this bibliography, we have gathered information about learning disabilities with an emphasis in the following areas:

- the psychosocial impact of learning disabilities on adolescent and adult development
- research and methodology concerning the needs of LD adolescents and adults
- vocational issues pertinent to LD individuals
- transition-related ideas, methods and models used in secondary and postsecondary settings
- articles that are of special interest to service providers for LD adolescents and adults

In addition, we have included two useful features for readers of this bibliography. First, we have coded all references in brackets according to the following topics: secondary services/ LD adolescents, postsecondary services/LD adults, vocational or job related skill development, and various issues and theories dealing with transition. (This coding system, which was also used in the first two bibliographies, is described further on page 4.) The symbol for each topic is always found at the end of each citation, for professionals who wish to quickly review materials only in these areas.

Secondly, we have included ERIC citations whenever possible and drawn heavily from this rich source of ideas, techniques, strategies and theory. The ERIC databank can be an extremely useful resource for professionals who work with LD individuals.

Numerous position papers, research reports, curriculum materials, testimonials and proceedings from national conferences which have been reviewed in our three bibiographies are available only through ERIC . Other valuable materials are often printed originally in professional journals which may be difficult for many service providers to find in their local libraries. Therefore, we have also listed the ERIC reference number for these articles, as inexpensive reprints are available from the Clearinghouse. (To access ERIC materials in either hard copy or microfiche, go to your local library or contact them directly by writing or calling:

The ERIC Clearinghouse on Handicapped & Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia, 22091-1589
(703) 620-3660).

Two sets of materials originally created by the staff of the LD Transition Project will soon be published. The LD Academic Support Group Manual, a series of group sessions designed to conduct an LD suport group in postsecondary settings, will be published by AHSSPPE in the Fall of 1989. Transition to Postsecondary Education, a curriculum for transition developed primarily for secondary service providers, will be published by AGS (American Guidance Service) in the Fall of 1990. If you wish further information about obtaining these materials, please contact either the publishers or the Project staff at the General College, University of Minnesota.

Even as we write these last pages of the third bibliography, numerous new and innovative materials are continuously being created about transition issues faced by LD individuals and professionals. This is a significant change from 3 years ago in1986, when the concept of transition related to LD individuals was rarely addressed in the professional literature. The pool of transition knowledge continues to widen and expand. All of us-- LD adolescents and adults, parents of LD individuals and LD service providers are continually enriched as we explore the complex transition process together. In conclusion, we hope that these bibliographies have helped to clarify the issues and stimulate interest in this vitally important area.

ANNOTATION CODES

This annotated literature review has many citations which can be grouped into four broad categories. The categories were chosen because they are summaries of themes and central ideas discussed in the article. We have coded each entry in the bibliography by assigning it a letter (or letters) to clarify the appropriate category (or categories) of the material for the reader as much as possible. Each code after a specific citation reflects the focus or main ideas of that article. The codes, as listed below, are included in brackets [ ] at the end of each citation to set it off from the rest of the annotation.

[S]	1. Secondary Services/ LD Adolescents
[P]	2. Postsecondary Services/ LD Adults
[V]	3. Vocational or Job Related Skill Development
[T]	4. Various Issues and Theories Dealing With Transition

Those citations concerning information which seems the most germane to the LD Transition Project have been discussed in greater depth. We have also highlighted articles or materials which seem to be especially useful for LD students, their families and various professionals involved in the transition process from secondary to postsecondary settings.

Several individuals have provided valuable assistance to the continued development of this bibliography. Betty Aune contributed a number of excellent citations to this manuscript. Special thanks are also extended to Jean Ness and Janis Johnson for their invaluable assistance in the production of this manuscript .

Bergman, M. (1986). Organic dysfunction linked to LD disrupts normal social development. Hill Top Spectrum. 3 (3). 2-5, 8. [S,P]

This article explores the ramifications of organic brain dysfunction on the social skills of learning disabled children, adolescents and adults. Bergman asserts that "increasingly persuasive evidence has accumulated linking disabilities with organic dysfunction." She also describes various areas of the brain (the frontal region, temporal lobe, parietal region, occipital region, posterior and anterior regions) and their functions. The author's detailed discussion of social skill deficits resulting from right and left hemisphere lesions is especially helpful for LD service providers. Bergman explains the misunderstandings of nonverbal communication seen in individuals with right hemisphere dysfunction and poor verbal fluency observed in individuals with left hemisphere dysfunction. This valuable information is also condensed in a brief chart that summarizes various consequences of lesions to the brain.

**Please Note:* For further information about various articles in the Hill Top Spectrum discussing psychosocial issues and learning disabilities, also see: Hill Top Spectrum. 3. (1-4). Hill Top Preparatory School, Rosemont, PA. (ERIC Document Reproduction Service No. ED 273 083).

Bernacchio, C. & Fortinsky, R. (1988). Improving the postsecondary education and employability of learning disabled students. Paper presented at the 66th Convention of the Council for Exceptional Children, Washington, D.C. (ERIC Documentation Reproduction Service Number ED 296 543). [S,P,V, T]

A model for transition services was developed in York County, Maine by professionals in special education and vocational rehabilitation for learning disabled individuals from 16-22 years old. Two groups with learning disabilities were involved in the study; 32 LD individuals in the experimental group and 32 LD individuals from two other school districts. The transition intervention included: a comprehensive LD assessment, interdisciplinary team planning, individualized transition plans, program preparation, and curriculum modifications. Team meetings and the inservice training and technical assistance given to cooperating community agencies and schools is also described. Final evaluation of the intervention showed that the student/participants who implemented their transition plans more frequently reported benefits in terms of their job searches, job satisfaction, college acceptance and increased self confidence. Parents also found the intervention to be beneficial. In addition, the follow-up survey showed that those students who received the intervention had a higher full-time employment rate and a lower part-time employment rate than non-participating LD students.

Branson, J. P. A guide to higher education for learning disabled students: An educational handbook for students, parents, and counselors including a directory of learning disability services in mid-atlantic colleges and universities. Coatesville, PA: Chester County Intermediate Unit. (ERIC Documentation Reproduction Service Number ED 293 226). [S,P,T]

This college guide is based on the responses to a questionnaire about services for LD students of 225 support service personnel at colleges, junior colleges, and universities in the Eastern United States. Many pertinent issues for LD students are discussed, such as: decision making timelines, legal rights in higher education of disabled students, early application, site visits, and hints for LD students about adjusting to the new college environment. An extensive directory of colleges which offer services for LD students is included. It is alphabetized by state and contains such critical information as application deadlines, tuition, other fees and the cost of room and board.

Brill, J. (1988). Learning disabled adults in postsecondary education. 1987 edition: Update. Washington, D C: HEATH Resource Center, National Clearinghouse in Postsecondary Education. (ERIC Documentation Reproduction Service Number ED 295 404). [P,T]

A great deal of important information concerning the postsecondary education of learning disabled adults is summarized in this factsheet from HEATH. Many areas of interest are described, such as: a short checklist of LD characteristics; various options for LD adults after high school; types of programs offered to LD students in postsecondary settings; directories of appropriate postsecondary schools for LD students; questions to ask when visiting schools during site-visits; high school equivalency tests for LD students; college testing for students with special needs; sources for taped texts and details about six self-help organizations and fifteen resources for printed material which might be useful to LD individuals.

Bruck, M. (1987). The adult outcomes of children with learning disabilities. Annuals of Dyslexia. 37. Baltimore MD: The Orton Dyslexia Society. [S, P]

The author looks at the long term effects of childhood learning disabilities by reviewing four follow-up studies of adults who were diagnosed LD as children. All of the studies reviewed included a control group. In one study, the subjects did not receive adequate environmental intervention and were from lower socio-economic backgrounds. The other three studies did not include any children who might have environmental causes for some of their learning problems.

The results of the studies are discussed by looking at literary skills, academic outcomes, occupational outcomes, and social/emotional adjustment. Bruck forms five conclusions from these studies. First, learning disabilities persist into adulthood in the

area of literacy skills. Second, most LD subjects entered college after high school, but their experiences were different than their non-disabled peers. (For instance, they worked extremely hard and often took more time to complete their degree.) Also, family socio-economic status and IQ were the best predictors of educational outcome. Third, the majority of LD adults studied were successful in their occupations. They were also well represented in higher status jobs. Fourth, there was no association between LD and anti-social behavior. LD adults, did however have more mild social and emotional problems. Fifth, the most important antecedents of positive outcome were early identification and adequate intervention.

Cahn, L. D. (1988). The learning disabled adolescent: A new perspective in college guidance. NASSP Bulletin. 72 (505). 81-85. [S,P,T]
*Also see: ERIC Documentation Reproduction Service Number EJ 366 019.

One critical service necessary for the successful experience of LD students in postsecondary settings is appropriate counseling. To assure that counseling is effective for disabled students, Cahn advocates the following guidelines: establishing objective criteria that is sensitive to each LD student's individual strengths and weaknesses, continual evaluation of the LD student's learning deficits, and exploring available college programs which would meet the LD student's unique needs.

Cooper, R. J. (1987). What an admission counselor needs to know about learning disabled students. Journal of College Admissions. (116). 14-19. [S,P,T]
Also see: ERIC Documentation Reproduction Service Number EJ 362 086.

The focus of this article is to provide useful information about learning disabilities to postsecondary admission counselors. Cooper covers a number of related areas concerning the postsecondary education of learning disabled students. A wide range of information is provided, such as: definitions of learning disabilities; the college admission process; and problems with the use of standardized tests as admission criteria for LD students. The author also believes that it will be advantageous for the high school, the college, and individual LD students if the college supplies high school admissions counselors with information about admission procedures and services available to LD students on their campus. This should be done before prospective students actually apply to those colleges.

Corn, J. (1987). Teaching remedial mathematics to learning disabled community college students. Journal of Reading, Writing, and Learning Disabilities International. 3 (1). 93-102. [S,P]

*Also see: ERIC Documentation Reproduction Service Number EJ 361 046.

Techniques and strategies for teaching remedial mathematics to learning disabled students are discussed in this article. The materials are based upon the experiences of special needs staff who received a federal research/ demonstration grant to work with LD college students at Queensborough Community College. Facets of the program applicable to the math education of LD students are: curriculum modification, faculty development, peer tutor training, the creation of instructional videotapes about remedial mathematics, CAI materials, and a faculty handbook.

Cowen, S. (1988). Coping strategies of university students with learning disabilities. Journal of Learning Disabilities. 21 (3). 161-164. [P]

The focus of this article is a study which explored how LD students at a large midwestern university coped with their learning disabilities in a postsecondary setting. Twenty-five self-identified LD students received an oral questionnarie about their individual strengths and weaknesses, and accommodations they used to compensate for their disabilities.

The results of the study showed that the students had accurate knowledge about their own strengths and weaknesses. (Mean cognitive and achievement student profiles are included in the article for the reader's information). Other findings revealed numerous coping strategies which the students used in their postsecondary education. Examples of these strategies included: using time management strategies, studying during a quiet time or in a quiet place, keeping a diary, using a weekly schedule, and scheduling a balanced course load. The students compensated for poor test scores with such techniques as regular class attendence and completing all homework assigned in class. They also used personalized accommodations like purchasing previously highlighted texts or subvocalizing for reading problems.

Cowen also found in her study that learning disabled students who had reading and writing problems coped better than those LD students with math deficits. The author concluded that it is vital to teach effective coping strategies to LD students to enable them to succeed in postsecondary settings.

Dick, Marlene. (1985). A comprehensive model: Vocational preparation for learning disabled and behaviorally disordered students and vocational assessment and transition objectives. Missouri: Kansas City. (ERIC Documentation Reproduction Service Number ED 265 727). [S,P,V,T]

A consortium was developed by five school districts, five private agencies, and a local vocational school to serve the needs of learning and behaviorally disabled students. They created a plan with four phases: setting up school-based vocational evaluation services; developing courses which concentrated on daily living skills, encouraging job readiness, and fostering socio-emotional skills. The consortium also taught vocational preparation with a specific training program at the area vocational school and the use of cooperative occupational education, work study and special classes. The authors describe other facets of the intervention in this article, such as: informal and formal assessment; vocationally-related IEP objectives; curriculum materials and cooperative efforts with local junior colleges, rehabilitation agencies, and employers. Appendices to this article have a list of transition objectives with curriculum issues, ideas about specific assessment instruments and skills checklists.

Ellis, E. S., Deshler, D. D., & Schumaker, J. B. (1989). Teaching adolescents with learning disabilities to generate and use task-specific strategies. Journal of Learning Disabilities. 22 (2). 108-120. [S]

Ellis, Deshler, and Schumaker begin this article by contending that one major cognitive deficit frequently seen when working with LD adolescents is poor "executive functioning" (i.e. the abiltiy to create and then apply strategies to new ideas or problems). The authors studied ways to provide an effective intervention to address this deficit. The goal of the study was to assist LD adolescents in developing new or adapting existing cognitive strategies in secondary settings. Thirteen students (in grades 10, 11, and 12) from Special Education resource rooms were selected to learn how to generate new strategies or adapt familiar ones to meet tasks in regular classrooms. Subjects were taught how to use executive strategy procedures (using the SUCCESS strategy) with practice on sample scenarios. They also applied these strategies to personal problems in their secondary classes.

Metacognitive knowledge, ability to generate problem solving strategies, effects upon students' mainstreamed classroom grades and teacher's perceptions were then measured. Using a multiple baseline design, results of the study showed : a) A significant increase in verbal metacognitive knowledge and the LD students' skills in creating task-specific strategies; b) The LD students' regular classroom grades improved; and c) The teachers' perceptions of the LD students individual self-reliance and work quality did not change. The authors discuss a number of conclusions and implications based on this data. They believe that many LD adolescents do not verbalize the metacognitive strategies necessary to generate new problem-solving strategies, but can be taught to do so in controlled situations. However, they caution that this increased ability may not always generalize to regular classroom use.

Egly, N. J., Leuenberger, J. E., Morris, M. J., & Friedman, B. G. (1987). Self-advocacy and assertiveness for the learning disabled college student and how to use self-advocacy skills. Postsecondary intervention model for learning disabilities. Study Manual #4 & Study Manual #4, Part II. Lincoln, Nebr: Barkley Memorial Center, University of Nebraska. (ERIC Documentation Reproduction Service Number ED 286 311). [P,T]

The focus of these manuals is how to training LD students with language deficits (and the tutors who work with them) to develop appropriate self-advocacy and assertiveness skills. Many issues concerning self-advocacy skills are addressed in both manuals, such as: how to use assertiveness in a positive way, how to distinguish assertiveness from agressiveness, why self-advocacy is a critical skill for LD students, and the various stages of self-advocacy (i.e. targeting, preparing, influencing, and following up). The authors provide specific assertiveness examples relevant to LD students, including: ways to analyze the needs of different situations; preparing to meet those needs; manipulating critical factors which influence different situations; and obtaining closure after the situations take place. They demonstrate how to teach LD students to evaluate their own strengths and weaknesses, and then apply the previously described self-advocacy principles to their own lives. The manuals also contain a transcript of a video-tape illustrating these principles in potentially negative situations for LD students and three simulations using these principles in school settings and in the workplace.

Faddis, C. R., Long, J. P. & Ersten, M. (1987). A study of job clubs for two-year college students with learning disabilities. Columbus, Ohio: National Center for Research in Vocational Education, Ohio State University. (ERIC Documentation Reproduction Service Number ED 286 026). [P,V]

Job clubs can be an important tool to use with learning disabled individuals when they seek employment. This article is based on a study about the use of job clubs with two-year LD college students, as they made the transition from academic to vocational settings. Six two-year colleges, with the assistance of the authors, hosted job clubs for 81 learning disabled students. Sixty-two students completed all job club activities. The authors described these findings after job club activities were completed: 1) Student participants increased their job-seeking skills and knowledge, but participation in the clubs had less effect on actual student employment. 2) Learning disabled students should not be rushed through the activities of a job club, if they are to personally apply the vocational information and skills discussed in the job clubs. 3) Many of the LD students required assistance with setting realistic vocational goals, low self-esteem and social skills deficits. 4) Some of the LD students needed continual encouragement to keep participating in job club activities. Overall, the authors felt that

job clubs were good resources for learning disabled students, if the job clubs were sensitive to their special needs. Appendices in this article provide a job club syllabus, a list of resources, 1987 job club instruments, a list of participants and six case studies.

Freeman, S. (1987). Alternative instructional materials for learning disabled students. Austin, TX: San Jacinto College, Central Campus. (ERIC Documentation Reproduction Service Number ED 287 101). [S,P]

This article examines a study done in Texas to explore the types of services available locally for learning disabled students. Information about service delivery was collected from programs for LD college students in Houston, the Western College Reading and Language Association, and from other high school and college programs throughout Texas. The study found that the most frequently used accommodations for LD students were tape recorders, taped texts, calculators, typewriters and computers with sound capabilities. Other effective strategies which were utilized included notetakers, alternative testing procedures, and tutors.

The second part of the study involved 10 students who participated in a special study skills class, with additional group and individual counseling.
The Apppendix of this article provides lists of resources, a brochure about learning disabled college students, learning style preference forms and guidelines for college survival skills.

Geist, C. S. & McGrath, C. (1983). Psychosocial aspects of the adult learning disabled person in the world of work: A vocational rehabilitation perspective. Rehabilitation Literature. 44 (7). 210-13. [S,P,V,T]

This paper explores different vocational alternatives available to learning disabled adolescents and young adults. Appropriate strategies and techniques that can be used by a vocational rehabilitation counselor with LD clients are also described. The theme of this article is a discussion of the psychosocial characteristics seen in LD individuals. Geist and McGrath often observed a low self image in these clients. They report that LD individuals often see themselves as failures. As a direct result, adults with learning disabilities may perpetuate a negative self image by sabataging thier own success, because these feelings are known and comfortable to them. For example, the authors describe their observations of LD women who have chosen marriage primarily because they can "play out a vital, productive and non-academically constructive role in their environment." As a result, these LD women often become wives who are very dependent upon their non-disabled husbands.

Geist and McGrath describe some of their LD clients as frustrated, angry, depressed and dependent. They also assert that some are withdrawn or may be emotionally disturbed. The authors theorize that LD children, from a very early age, may see society as hostile, demanding and threatening. The result may be neurotic defenses and maladaptive behaviors. The authors suggest effective counseling

focused on specific goals applicable to LD individuals as a way to address these negative, socio-emotional characteristics. They assert that the most important counseling goal should be to help the LD individual achieve a balanced self-perspective of his/her own strengths and weaknesses.

Gerber, P. J. (1984). A study of the school to work transition for learning disabled students and the learning disabled adult in society in the Netherlands and Denmark. Final report, April 14, 1984 to May 26, 1984. New York, NY: World Rehabilitation Fund, Inc. (ERIC Documentation Reproduction Service Number ED 258 382). [S,P,V,T]

This article is a description of Gerber's experiences in the Netherlands and Denmark, where he explored how those countries provide transition services for LD adolescents and adults. The role of LD individuals in each society is described and a comparison is made of the Dutch and Danish approaches to LD service delivery. The author describes the Dutch system as very being structured and restrictive. Integration is stressed, but high unemployment impacts the LD student's transition from school to work in the Netherlands. In contrast, the Danish system is seen by the author as being well-integrated and very flexible. The Danish Folk High School and the role of the kurator are used as examples of full integration into Danish society and educational diversity. Gerber also briefly discusses how characteristics of these systems can be applied to schools in the United States.

*Also see this related article : "Learning disabled students' transition from school to work in the Netherlands and Denmark". Rehabilitation World. 9 (1). 12-15. Spring, 1985. [Or, as listed in the ERIC Clearing- house, ERIC Documentation Reproduction Service Number EJ 321 039].

Goldstein, A. P., Sprafkin, R. P., Gershaw, N. J., & Klein, P. Skillstreaming the adolescent. (1980). Champaign, Illinois: Research Press Company. [S,P]

The authors describe the Structured Learning approach to teaching social skills. The authors classify skill-deficit adolescents into three categories: aggressive, withdrawn, and immature. They state that deficits in these 3 areas can be remediated by teaching certain prosocial skills, if the trainer first determines which skills are deficient. The authors describe in detail the components of Structured Learning: modeling, role playing, performance feedback, and transfer of training.

The authors discuss the selection of participants, the grouping of participants, scheduling of sessions, preparation of the trainers, the setting, and guidelines for each component of Structured Learning. A skills checklist is used to determine specific skills deficits for each trainee. The Structured Learning curriculum is presented with steps, trainer notes, and suggested content for modeling displays for 50 skills in the

following areas: beginning social skills, advanced social skills, skills for dealing with feelings, skill alternatives to aggression, skills for dealing with stress, and planning skills. A transcript of an initial session is included. The authors conclude with a discussion of three ways to manage problem behavior in a Structured Learning group: behavior modification techniques, instructional techniques and relationship-based techniques. The book also has an annotated bibliography of research on Structured Learning and a list of references.

Hogenson, D. (1985). Positive personality qualities in successful dyslexic adults. Hill Top Spectrum. 3(2). 7-8. [S,P]

This brief article describes positive characteristics which the author believes contribute significantly to the lives of dyslexic adults. Hogenson uses Cattell's human personality factor analysis to categorize the positive factors which he has observed in his work with dyslexic individuals. They are: warmth, intelligence, ego strength, dominance, impulsivity, conformity, and boldness. The author states that family, peers and school are the three major support systems in a child's life. He believes that if at least two of these support systems are present for the dyslexic child, general mental health and positive self-esteem will develop as the LD child matures into an adult.

**Please Note:* For further information from various articles in the Hill Top Spectrum discussing psychosocial issues and learning disabilities, also see: Hill Top Spectrum, 3, (1-4). Hill Top Preparatory School, Rosemont, PA. (ERIC Document Reproduction Service No. ED 273 083).

Huestis, R. & Ryland, C. (1986). Integrating learning disabilities into the life of adolescents. Paper presented at the 23rd Convention of the Association for Children and Adults with Learning Disabilities, New York City, NY. (ERIC Document Reproduction Service No. ED 269930). [S,P]

This paper examines how learning disabled individuals accept the ramifications of their disability. Huestis and Ryland believe that learning disabilities are a life-long disability which will have a significant, psychosocial impact upon the LD individual. They feel that appropriate service delivery must involve changing the attitude of the LD individual towards his/her disability, as well as providing them with disability- related information. They suggest an approach called Behaviorally Oriented Process Case Management, where LD students learn to alter their own behavior by using short, structured steps.

In addition, Huestis and Ryland present a number of valuable observations about the relationship between learning disabilities and psychotherapy . The authors assert that traditional psychotherapeutic interventions with LD adolescents have long been neglected in the educational and psychological literature. This informational void has

led to misunderstandings about learning disabilities by many counselors and therapists who see LD clients routinely as part of their caseload. The authors emphasize that it is very important for all professionals to understand a number of basic assumptions about learning disabilities, such as: 1) Learning disabilities are a complex, handicapping condition; 2) Learning disabilities will have a significant impact on LD individuals and their families; and 3) LD individuals face hard, ongoing struggles when coping with their disability. Huestis and Ryland suggest that therapists and counselors focus at least part of their therapeutic work on increasing the LD individual's self-esteem and appropriate social functioning.

Lundeberg, M. & Svien, K. (1988). Developing faculty understanding of college students with learning disabilities. Journal of Learning Disabilities. 21 (5). 299-300. [P]

*Also see: ERIC Documentation Reproduction Service Number EJ 372 090.

This article describes a workshop about learning disabilities created by the authors for local college faculty. Important goals of the workshop were to assess institutional needs and encourage faculty and staff discussion about the inherent ethical and educational issues concerning learning disabled students in postsecondary settings. The workshop is described in this paper, along with a summary of the positive feedback reported by the workshop participants. Based on this experience, the authors suggest four steps for other professionals to conduct similar inservices at their own institutions. The four steps are: a) assess campus needs and concerns, b) carefully design the workshop to integrate the assessed institutional needs with the related benefits, c) involve the faculty particpants in the actual workshop, and e) evaluate the workshop's effectiveness and gather the appropriate data.

McGuire, J. M. & Shaw, S. F. (1987). A decision-making process for the college-bound student: Matching learner, institution, and support program. Learning Disability Quarterly. 10 (2). 106-111. [S,P,T]

*Also see: ERIC Documentation Reproduction Service Number EJ 354 085.

The theme of this article is to outline a step-by-step decision-making process which matches the unique characteristics of learning disabled students with features of specific postsecondary institutions. The authors explore various facets of this process, such as: individual characteristics of the LD student, characteristics of the chosen postsecondary institution, and on-site characteristics of the support program for LD students at particular institutions. These various characteristics are further described in the "McGuire-Shaw Postsecondary Selection Guide for Learning Disabled Students" (MSG). The MSG is an instrument developed by the authors to assist in the decision-making process and provides numerous examples of the previously

discussed characteristics. The authors feel that the MSG can be an especially useful guide for parents and secondary staff to use when making future plans for LD high school students.

Michael, R. J. (1987). Evaluating the college of choice. Academic Therapy. 22 (5). 485-88. [S,P,T]

*Also see: ERIC Documentation Reproduction Service Number EJ 352 523.

This article looks at the questions that LD students and their families should ask when they are choosing a insititution for postsecondary education. Michael suggests evaluating specific postsecondary schools and their support programs for LD individuals by exploring these critical factors: pre-admission counseling, parent counseling, access to course syllabi, orientation programs, library services, adapted testing, visiting actual college classrooms, alternative testing options, and scholarships available to prospective students.

Michaels, C. A., Thaler, R., Zwerlein, R., Gioglio, M., & Apostioi, B. (1988). From high school to college: Keys to success for students with learning disabilities. Albertson, NY: The National Center on Employment and Disability, Human Resources Center. [S, P, T]

This is a reference book for educational and rehabilitation professionals working with high school and college students with learning disabilities. The book begins with a description of a model demonstration project. The project was designed to facilitate the transition of LD students from high school to community colleges. LD Specialists met with students to help them develop transition skills and provided technical assistance to secondary and postsecondary instructors. LD Specialists also worked with college students on developing compensatory strategies, provided inservice training to faculty and staff, and assisted in forming a faculty liaison committee. The project also set up a campus-based liaison with Vocational Rehabilitation.

The authors describe the transition process, with perspectives provided from the high school, the community college and the vocational rehabilitation system. Specific suggestions are given for how high school, vocational rehabilitation, and college personnel can assist the LD student to make a successful transition.

The book concludes with a brief discussion of issues related to the transition to work, and describes a new project at the Human Resources Center's which enhaunces vocational possibilities for LD community college students. Please Note: A companion Student Handbook was developed out of this same project. It is described in the following citation.

Michaels, C. A., Thaler, R., Zwerlein, R., Gioglio, M., & Apostoli, B. (1988). How to succeed in college. A handbook for students with learning disabilities. Albertson, NY: The National Center on Employment and Disability, Human Resources Center. [S, P, T]

Many transition-related materials have been written for professionals who work with learning disabled individuals, but few materials have been specifically written for the LD students themselves. This excellent workbook addresses that audience in clear, accurate language that explores many hurdles which LD students will face when they move into the new, often confusing postsecondary environment. Numerous transition-related issues are discussed, such as: self-awareness of a learning disability, using a college syllabus, choosing appropriate college coursework, time management skills, study skills, taking tests in college, motivation, managing stress, relating with others-especially parents, setting goals, preparing for the college entrance interview, choosing a major, and using college resources. Many of these topics are illustrated by practical, realistic examples which the LD student may typically encounter in college. A learning disability pre-test and post-test and a learning styles inventory are also included in the text.

Miller, B. (1988). Learning disabilities, postsecondary education and you. New York. (ERIC Documentation Reproduction Service No. ED 296 657). [S,P,T]

This article explores information important to the success of learning disabled students in postsecondary education. The author discusses many areas of interest to LD individuals, such as: 1) pre-planning about postsecondary education that parents can begin in pre-school, elementary, junior high and high schools; 2) hints for the high school career counselor working with learning disabled students; and 3) how LD students can self-advocate for themselves in both secondary and postsecondary settings, with the assistance of parents and professional advocacy groups. Other resources included in the article are: fact sheets from HEATH, a list of 13 recommended questions to ask at potential postsecondary institutions, information about a computerized college search, hints about applications and acceptance into a postsecondary school, and tips from dyslexic students at Brown University.

Minskoff, E. H. (1987). Employer attitudes toward hiring the learning disabled. Journal of Learning Disabilities. 20 (1). 53-57. [S,P,V]
*Also see: ERIC Documentation Reproduction Service Number EJ 347 280.

This article explores the attitudes that employers have about hiring disabled individuals, especially those with learning disabilities. The authors surveyed 326 employers from six states to assess their attitudes about disabled employees. The results showed that employers would make special allowances for learning disabled

individuals, if these allowances didn't involve reduced workloads or employer involvement in the disabled worker's personal life. Other findings showed that: 1) less positive attitudes were stated about hiring employees with learning disabilities (51% responded yes, 33% responded no and 16% did not respond to this item), 2) the greatest support for hiring learning disabled employees was evident in the service/government job class and the least support from the professional/ technical/managerial job class and 3) lack of support for hiring learning disabled individuals was not related to a lack of disability-related knowledge, but (seemed to be related) to prejudice concerning workers with learning disabilities and the employers' lack of supervisory experience with this population. The author found that only about one half of the employers surveyed stated that they would hire learning disabled workers.

Murphy, H. J. & Loving, S. D. (1987). Postsecondary educational support services for the 21st century. Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education, Orlando, FL. (ERIC Documentation Reproduction Service Number ED 293 236). [P]

The premise of this article is that postsecondary institutions must respond in innovative, creative ways in the future when providing services for learning disabled students. Murphy believes that mandated services are not enough for disabled students, and that LD service providers should distinguish between what services should be provided and what services must be provided for the physical, cultural, social and academic accessibility of these students on their home campus. He asserts that the current dollars available for LD services are not enough, so the future role of professionals who work with LD students will emphasize fundraising. He also feels that the shift in disabled services in postsecondary settings should move from physical to cultural accessibility.

The author advocates the "marketing" approach for postsecondary service providers. This approach is currently being used successfully with the Disabled Student Services Office at the University of California at Northridge. This innovative approach stresses how "consumers" (disabled students) use "marketing" strategies to find or create appropriate resources or services on their campus. Successful results of this approach seen on the Northridge campus are the computer access lab, the disabled students' theater group and a student leadership group for disabled students. The author also believes that the following elements are critical for administrators if the marketing approach is to be successfully implemented at different campuses: funding for adequate resources; updated technology; appropriate personnel preparation and supportive institutional policy.

The National Joint Committee on Learning Disabilities. (1987). Learning disabilities: Issues in the preparation of professional personnel. Journal of Learning Disabilities. 20 (4). 229-231. [S,P]

This position paper is part of a series of articles which have been written by the National Joint Committee on Learning Disabilities to address the changing needs of learning disabled individuals during the last 10 years and to inform professionals in the field about critical issues facing this population in the future. The topic explored in this paper is how to effectively train professionals to meet these critical changes. The Committee emphasizes that there is currently a pressing need to re-evaluate the ways in which professionals are prepared to work with learning disabled students. They delineate seven problems which higher education must address if it can adequately train staff to work with LD students. (These problems include the competition for shrinking financial resources and a lack of inter-disciplinary education). The Committee makes seven recommendations to achieve effective preservice training for service providers of LD individuals. Of special interest are these recommendations: 1) LD training programs should be evaluated periodically; 2) Preservice training about learning disabilities should be "competency-based ", 3) Personnel preparation for learning disabilities must be interdisciplinary in scope, and 4) Teachers who wish to be certified in learning disabilities should be required to complete a one year internship.

The National Joint Committee on Learning Disabilities. (1988). Inservice programs in learning disabilities. Journal of Learning Disabilities. 21 (1). 53-55. [S,P]

This paper is part of the series of working papers created by the National Joint Committee on Learning Disabilities to address the changing needs of learning disabled individuals. The theme of this paper is how to provide quality inservice programs for professionals who are currently working with learning disabled individuals. The Committee contends that effective inservice programs are one of the most important ways which educational institutions can impact the daily interactions between teachers and LD students. They note however, that there are often deterrents to the utilization of effective inservices. (These deterrents include: little planning before the inservice takes place, use of inappropriate personnel, and the presentation of irrelevant materials.) To counteract these deterrents, the Committee makes six recom- mendations, such as: a) the use of a needs assessment prior to the actual inservice training, b) suggestions for specific content areas to be covered in the inservice, and c) a focus on multidisciplinary training for LD service providers.

Omizo, M. M., Omizo, S. A. & Suzuki, L. A. (1987). Intervention strategies. Academic Therapy. 22 (4). 427-32. [S,P]

*Also see: ERIC Documentation Reproduction Service Number EJ 350 909.

In this article, the authors explore the use of group counseling sessions with disabled students. Omizo believes that group counseling can be an effective tool to mold the socialization skills of disabled students. He bases this contention on the counseling sessions which he conducted with 6 emotionally handicapped students and 6 learning disabled students to decrease their acting-out and distracting classroom behaviors. He describes various group actvities in the article which emphasized many helpful skills for disabled students. They included: relaxation skills, use of self-disclosure, effective non-verbal communication, role playing, giving and receiving positive feedback, knowledge of individual strengths and weaknesses, and listening skills. He states that participation in a counseling group which emphasized these activities and skill development decreased the negative classroom behaviors of the disabled students.

Patton, P.L. (1984). Transition from school to work: A guide for parents of learning disabled youth. San Diego, CA: San Diego State University and the Department of Special Education. (ERIC Documentation Reproduction Service Number ED 292 255). [S,P,T]

This booklet was developed to assist parents of learning disabled adolescents and adults in finding appropriate vocational training and accommodations. Preparation for future vocational opportunities and the critical transition from school to work are stressed, with a discussion about what parents can do to equip their LD children for these changes, as they mature towards adulthood. The author describes a "Wheel of Transition" which illustrates six facets inherent in this transition process (i.e. independent living skills, social skills, career awareness, an individualized educational program, vocational education and work experience). A discussion of parent and professional responsiblities according to current legal mandates is included. Other resources listed in the booklet are a directory of support groups for parents, hints for job searches, a transition checklist, forms for background information to use in job seeking and a six year educational/career plan.

Perin, D. & Katz, D. (1987). Screening, diagnosing and developing instructional strategies for learning disabled community college students in occupational education and basic skills instruction. Albany, NY: City University of New York, Institute for Research and Development in Occupational Education. (ERIC Documentation Reproduction Service Number ED 289 559). [S,P,V]

This article discusses a project created to assist remedial educators in their work with learning disabled students. Background information is given about the project, as well as an overview of project format and activities. Two training workshops are described, with special emphasis on topics and related activities used with participants. The topics discussed are: distinguishing LD students from ESL students; applying current research about learning disabilities to the community college classroom; and understanding the diagnosis and/or evaluation of learning disabilities. Faculty evaluations of the workshops are included in the Appendix. From follow-up testimonials, the authors inferred that the training was valuable for faculty/participants and that the positive effects of the workshops have since spread to other local community college campuses.

Price, L. (1988, Summer). Effective counseling techniques for LD adolescents and adults in secondary and postsecondary settings. Journal of Postsecondary Education and Disability. 2 (4). [S,P,T]

It is vital that the services provided to LD adolescents and adults emphasize psychosocial goals as well as academic achievement. This article examines the ramifications of a learning disability by describing five, interrelated psychosocial issues: poor self-concept; inadequate social skills; dependence on others; global negative feelings; stress and anxiety. Various pragmatic counseling techniques are suggested to assist secondary and postsecondary service providers in meeting these complex psychosocial needs. A brief discussion is also included about how the LD service provider can work in tandem with mental health professionals.

Price, L. (1988, April). Support groups for learning disabled students work! Journal of Counseling and Human Service Professions. 2 (2). pp. 36-46.

Both testimonials in the professional literature and the author's own experiences clearly speak to the efficacy of LD support groups. Many benefits of support group participation are discussed for both LD students and secondary and postsecondary staff. Successful group participation also depends on laying the proper foundation. The author provides many helpful guidelines for the layman and the experienced LD service provider in a step-by-step manner. The model presented for implementing structured peer interaction is a powerful way to address a variety of problems faced by LD individuals in a practical, cohesive manner.

Seidenberg, P. L. (1986). A framework for curriculum development for secondary learning disabled students. (Position Paper Series: Document No. 3). Greenvale, N. Y: Long Island University, Long Island University Transition Project. [S,P,T]

Seidenberg reviews research on LD adolescents and young adults and the development of metacognition and its implications. The impact which these findings have on the development of a secondary curriculum for college- bound LD students is also examined. Research is summarized on the educational characteristics and academic achievement of LD adolescents, the environmental demands placed on LD students in the secondary setting, and the advantages and limitations of common intervention approaches, such as: tutorial, compensatory, and learning strategies. The summary of research on metacognition focuses on learning from the text and the student's knowledge and control of four factors: features of the text; the nature of the task; study strategies; and learner characteristics.

The major implication of the research on LD adolescents and adults is that "many LD students frequently exhibit skill deficits in reading-related study strategies. . . and that these students can be supported in a regular academic curriculum by teaching them specific learning strategies that will help them meet the academic demands placed on them by secondary and postsecondary classroom environments." The major implication of the research on metacognition is that students need to be taught to consider the four factors involved in learning from text and how they interact to influence learning outcomes.

Seidenberg concludes by stating that a secondary curriculum should address the reading-related study skill deficits of LD learners, incorporate a teaching methodology which promotes skill generalization, and include the metacognitive content variables that influence learning.

Shaw, S., Bron, J., Norlander, K. A., McGuire, J. M., & Anderson, P. (1987). Preparing learning disabled high school students for postsecondary education. Paper presented at the 65th Convention of the Council for Exceptional Children, Chicago, IL. (ERIC Documentation Reproduction Service Number ED 285 316). [S,P,T]

The authors of this article advocate a comprehensive approach to assist learning disabled students in the transition from secondary to postsecondary settings. This approach involves: early transition planning, instructional programming, social skills intervention, and the choice of an appropriate postsecondary environment. They suggest that LD students and related secondary staff should begin working on postsecondary plans during the students' freshmen year in high school. Activities which they suggest are: collecting and reviewing data about an LD student's academic performance; encouraging joint decisions about future plans with the LD student, the

staff involved with the LD student and the parents; and creating a total high school program to meet the LD student's needs which will emphasize both the development of generalization techniques for independent learning and the social skills necessary for postsecondary settings. The article is concluded with an extensive list of references.

Siperstein, G. N. (1988). Students with learning disabilities in college: The need for a programmatic approach to critical transitions. Journal of Learning Disabilities. 21 (7). 431-436. [S,P,V,T]

Siperstein begins this article by discussing his concern that even though many LD individuals are currently seeking postsecondary education, they are not receiving the services which they need to reach their full potential. He believes this is because the service delivery system for them is incomplete in postsecondary settings. He proposes a compre- hensive transition approach, which has three related stages. The three stages are: the first transition (entry into college); the second transition (management of academic and social change); and the third transition (exit from college and entry into the workplace). The author further elaborates on each stage and specific activities which he feels are vital for the success of each stage. For example in stage two, he suggests five activities: effective delivery of support services, compensatory skill workshops, social functioning workshops, student-initiated projects, and faculty awareness workshops. He concludes that if this transition model is effectively implemented with the full cooperation of the LD students and the faculty who serve them, there will be benefits for both the students and the postsecondary institutions.

Woods, P., Boyer, S. P. & Sedlacek, W. E. (1988). Learning disability programs in large universities. (Research Reports #18-87). College Park, Maryland: University of Maryland, Office of the Vice Chancellor for Student Affairs. (ERIC Documentation Reproduction Service No. ED 296 548). [P]

This article describes responses to a questionnaire completed by thirteen universities about the services which they provide for learning disabled students. Various areas are explored, such as: general program charactertistics; existing support services; miscellaneous accom- modations; standardized assessment and diagnosis; academic, social and career counseling and academic assistance. Results of the questionnaire showed that most schools offered priority registration, special test administration, readers, tutors, and extra time to complete assignments. Schools reported that the WAIS-R and the Woodcock-Johnson Psychoeducational Battery were the two most widely used assessment tools. Differing formats for admissions criteria, implications for service providers, faculty development and future research are also discussed.

Wren, C. et al (1987). Organizational problems at the college level. Academic Therapy. 23 (2). 157-165. [P]

*Also see: ERIC Documentation Reproduction Service Number EJ 362 268.

This article consists of three case studies which describe Project Learning Strategies at DePaul University. Project Learning Strategies is based on the assumption that many learning disabled students in postsecondary institutions have organizational problems which prohibit them from reaching their full potential in a postsecondary setting. The Project provides assistance to LD students in this critical area, by utilizing specific individual skill development. Project activities used to encourage productive organization include sessions where LD students can improve their thinking and study skills, learn to take appropriate class notes, learn how to organize class materials, work on time management, and develop strategies for self-monitoring.

Zambrano, L.C. (1988). "What do I do next?" Academic Therapy. 23 (4). 357-65. [S,P,V,T]

*Also see: ERIC Documentation Reproduction Service Number EJ 367 472.

Vocational counselors are receiving more acknowledgment as a critical link in the chain of appropriate and effective service delivery for LD adolescents and adults. The trend is examined in this article, which discusses the role of the vocational counselor in meeting the needs of learning disabled clients. Zambrano first analyzes the vocational counselor's responsibilities which include: assessment of the LD person's individual interests and abilities; matching available jobs to those strengths and weaknesses; teaching job seeking skills; utilization of volunteer work to evaluate the LD individual's work habits; and how to cope with problems when the LD individual finds a job. Suggestions to effectively carry out these responsibilities are also described. They are intended to assist vocational counselors when serving their LD clients.